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ABSTRACT

This guide provides information to help child care centers and outside-school-hours care centers in the Child Care Food Program plan their food service operations. The guide covers the following topics: (1) guidelines for planning food for a day and daily meal patterns; (2) guidelines for planning menus; (3) suggested menus for young children; (4) tips on food purchasing; (5) instructions for food preparation; (6) sanitation guidelines; (7) tips on making mealtime enjoyable; (8) nutrition education guidelines; and (9) suggestions for planning food for infants. Resources for additional information on food preparation, as well as sample and blank menu planning work sheets and a menu evaluation checklist, are provided. An appendix discusses how to prevent choking and what to do when a child is choking. (MM)

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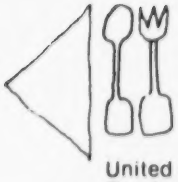
A Planning Guide for Food Service in Child Care Centers



United States Department of Agriculture
Food and Nutrition Service
FNS-64

Revised July 1989

Preface

This publication has been prepared to help you who are personnel in child care centers and outside-school-hours care centers in the Child Care Food Program plan food service operations. Originally a 3-year pilot project, the program was made permanent by Public Law 95-627 in November 1978.

The Child Care Food Program reimburses child care institutions that serve nutritious food to preschool and school-age children who are enrolled in organized child care centers. Children 12 years of age and younger are eligible to participate in the program except that for children of migrant workers the age limit is 15 years. People who meet the State's definition of mentally or physically handicapped can also participate in the program regardless of age, if they are enrolled in an institution or child care facility where the majority of those served are 18 years of age or younger.

The program is open to any public or private nonprofit institution that is licensed or approved to provide child care services and where children do not stay on a permanent basis. Also, private for-profit centers which receive compensation under title XX of the Social Security Act for at least 25 percent of the children who are receiving nonresidential day care may qualify as eligible child care institutions. Sponsoring organizations that accept administrative and financial responsibility for program operations in centers or homes need not have child care licensing or approval. Day care centers, settlement houses, neighborhood centers, Head Start centers, and organizations providing day care services for handicapped children are some of the institutions that can participate. Participating centers serving meals that meet program requirements are eligible for both cash reimbursement and donated foods, or an additional cash payment of equivalent value in lieu of the food.

Participating centers also get technical assistance to plan or implement a food service operation from the State administrative agency or Food and Nutrition Service Regional Office (FNSRO) that administers the program.

Several Food and Nutrition Service publications are mentioned in the text. Information on where you can get them is on page 27.

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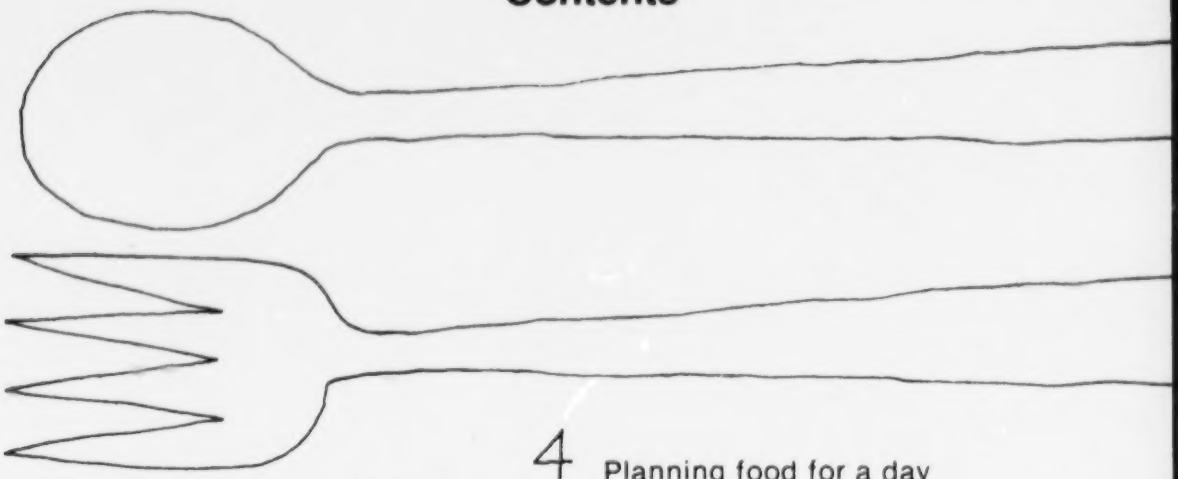

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A You can help prevent choking

B What can you do when a child is choking?

USDA policy forbids discrimination because of race, color, national origin, age, sex, or handicap. Any person who believes he or she has been discriminated against in any USDA-related activity should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

Planning food for a day

When planning food service for a child care center, you should consider the total daily food needs of children. The combination of meals and snacks (supplements) you serve will vary according to the ages of the children, when they arrive at the center, and how long they stay. Children who come to centers early (before 8 a.m.) and have eaten little food at home need a breakfast or snack soon after they arrive. Young children who stay at the center for 4 to 6 hours should have at least one meal, or a meal and one or more snacks.

The Child Care Food Program provides reimbursement for two meals and one supplement (snack) or one meal and two supplements (snacks) for each child per day. However, for children who spend 8 or more hours per day at a child care center, two meals and two supplements (snacks) or three meals and one supplement (snack) will be reimbursed.

Remember:
Young children need nutritious food at frequent intervals. Serving food frequently keeps children from becoming overtired and irritable. However, it is important to schedule the food service to allow sufficient time between meals and snacks. For example, if you serve breakfast, a midmorning snack may not be necessary.

Meal patterns

Important Notes

- *Older children* may need larger quantities of required foods.
- *Milk* always includes whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk made from these types of fluid milk that meet State and local standards.
- Bread may be replaced with an equivalent serving of enriched or whole-grain rice or pasta or an acceptable bread product made of enriched or whole-grain meal or flour. (See page 10.)
- You may serve an equivalent quantity of any combination of the foods that are listed under Meat and Meat Alternates. No more than 1 ounce of nuts and/or seeds may be served in any one meal.
- You must offer two or more servings of different fruits or vegetables or a combination to total the amount required under Vegetable and/or Fruit for Lunch/Supper.
- As the snack:

  You may serve 4 ounces (weight) or 1/2 cup (volume) of plain, or sweetened and flavored yogurt to fulfill the equivalent of 1 ounce of the meat/meat alternate component.

CAUTION: Children under 5 are at the highest risk of choking. USDA recommends that any nuts and/or seeds be served to them in a prepared food and be ground or finely chopped. (See Appendixes A and B.)

Meal pattern for children in the Child Care Food Program

Breakfast	Children 1 and 2 years	Children 3 through 5 years	Children 6 through 12 years
Milk, fluid	1/2 cup	3/4 cup	1 cup
Juice or **fruit** or **vegetable**	1/4 cup	1/2 cup	1/2 cup
Bread and/or **cereal,** enriched or whole grain			
Bread or	1/2 slice	1/2 slice	1 slice
Cereal: Cold dry or	1/4 cup[1]	1/3 cup[2]	3/4 cup[3]
Hot cooked	1/4 cup	1/4 cup	1/2 cup
Midmorning or midafternoon snack (supplement)			
(Select 2 of these 4 components)			
Milk, fluid	1/2 cup	1/2 cup	1 cup
Meat or **meat alternate**[4]	1/2 ounce	1/2 ounce	1 ounce
Juice or **fruit** or **vegetable**	1/2 cup	1/2 cup	3/4 cup
Bread and/or **cereal,** enriched or whole grain			
Bread or	1/2 slice	1/2 slice	1 slice
Cereal: Cold dry or	1/4 cup[1]	1/3 cup[2]	3/4 cup[3]
Hot cooked	1/4 cup	1/4 cup	1/2 cup
Lunch or supper			
Milk, fluid	1/2 cup	3/4 cup	1 cup
Meat or **meat alternate**			
Meat, poultry, or fish, cooked (lean meat without bone)	1 ounce	1 1/2 ounces	2 ounces
Cheese	1 ounce	1 1/2 ounces	2 ounces
Egg	1	1	1
Cooked dry beans and peas	1/4 cup	3/8 cup	1/2 cup
Peanut butter or other nut or seed butters	2 tablespoons	3 tablespoons	4 tablespoons
Nuts and/or seeds	1/2 ounce[5]	3/4 ounce[5]	1 ounce[5]
Vegetable and/or **fruit** (two or more)	1/4 cup	1/2 cup	3/4 cup
Bread or **bread alternate,** enriched or whole grain	1/2 slice	1/2 slice	1 slice

[1] 1/4 cup (volume) or 1/3 ounce (weight), whichever is less.

[2] 1/3 cup (volume) or 1/2 ounce (weight), whichever is less.

[3] 3/4 cup (volume) or 1 ounce (weight), whichever is less.

[4] Yogurt may be used as a meat/meat alternate in the snack only. You may serve 4 ounces (weight) or 1/2 cup (volume) of plain, or sweetened and flavored yogurt to fulfill the equivalent of 1 ounce of the meat/meat alternate component. For younger children, 2 ounces (weight) or 1/4 cup (volume) may fulfill the equivalent of 1/2 ounce of the meat/meat alternate requirement.

[5] This portion can meet only one-half of the total serving of the meat/meat alternate requirement for lunch or supper. Nuts or seeds must be combined with another meat/meat alternate to fulfill the requirement. For determining combinations, 1 ounce of nuts or seeds is equal to 1 ounce of cooked lean meat, poultry, or fish.

CAUTION: Children under 5 are at the highest risk of choking. USDA recommends that any nuts and/or seeds be served to them in a prepared food and be ground or finely chopped.

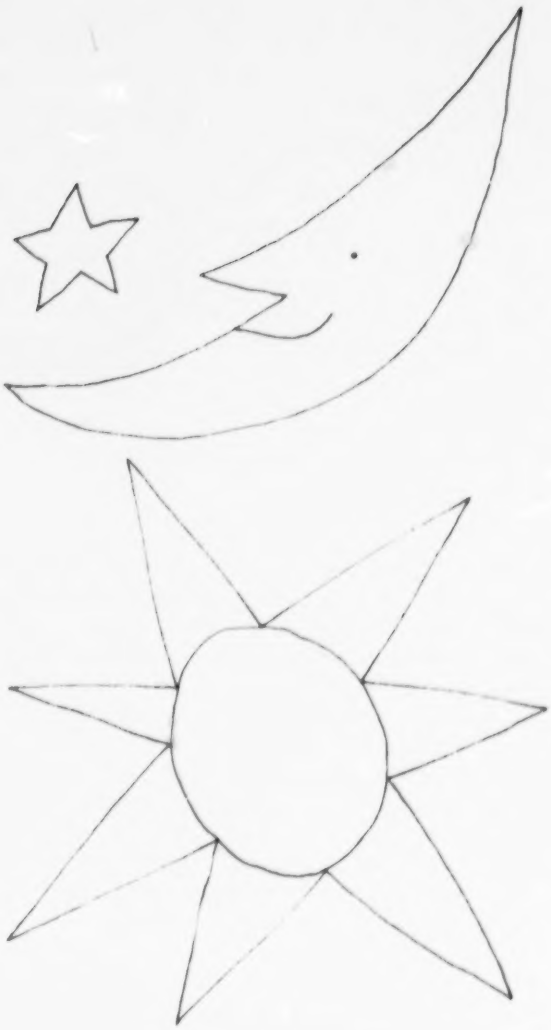
Young children master many skills during their first 6 years, and learning to eat a variety of foods is one of the most important ones. Thus, personnel who are responsible for food service in child care centers should provide children the opportunity to learn to eat and enjoy a variety of nutritious foods.

Since no one food contains all the nutrients in amounts children need for good health, it is important to select a variety of foods to supply all the nutrients children need each day. Meal pattern requirements provide a framework for planning menus that contribute to the nutritional well-being of young children.

As specified in the regulations for the Child Care Food Program, the meals or snacks must contain, as a minimum, the following food components in the amounts that the meal pattern chart indicates.

MILK supplies most of the calcium in meals. It also supplies riboflavin, protein, vitamin A, and other nutrients.

At *breakfast*, you must provide a serving of milk. It may be used as a beverage, on cereal, or as a beverage and on cereal. At *lunch* and *supper* you must serve milk as a beverage, except in certain cases where the administering agency has granted waivers. You may offer children a choice of different types of milk, including whole milk, lowfat milk, skim milk, cultured buttermilk, or flavored milk. They all must meet State and local standards. If you serve lowfat or skim milk, it should be fortified with vitamins A and D. Milk is also a good beverage to use for *midmorning* or *midafternoon* snacks. If you serve only snacks, or a meal and two snacks, it is a good idea, but not mandatory, to include milk in at least one snack. You may use additional milk (fluid, evaporated, or nonfat dry) to prepare soups, puddings, baked products, and other dishes. Additional milk in these items helps improve the nutritional quality of any meal. However, you cannot credit this milk to meet the milk requirement.



MEAT AND MEAT ALTERNATES provide protein, iron, B vitamins (thiamin, riboflavin, niacin), and other nutrients. You must serve a meat, a meat alternate, or a meat and meat alternate combination at *lunch* or *supper* in the amounts the patterns on page 5 specify. You can use a serving of lean meat (beef, pork, lamb, veal), poultry, fish, a serving of cheese, an egg, a serving of cooked dry beans or peas, or the specified quantity of peanut butter to meet this requirement. You can use a combination of any of these foods to meet this requirement. For example, you may serve a peanut butter sandwich and a "deviled" egg as the meat alternate in a meal. Ground meat and cheese (meat and meat alternate) that are com-

bined in a casserole also meet this requirement. These foods are usually served as the main dish at *lunch* or *supper.*

Enriched Macaroni Products with Fortified Protein may be used as one-half of the meat alternate as follows: one part dry macaroni or spaghetti to one part cooked meat, poultry, fish, or cheese. For example, a main dish made with 3/4-ounce dry enriched macaroni product with fortified protein (about 1/4 to 3/8 cup, cooked) and 3/4-ounce cooked meat, poultry, fish, or cheese meets the meat or meat alternate requirement for a child age 3 to 6 years.

You may also use an enriched macaroni product with fortified protein as a bread alternate, but you cannot use it as both a meat alternate and bread alternate in the same meal.

Vegetable Protein Products are allowed as a meat alternate when you mix no more than 30 percent of the protein products (on a hydrated basis) with 70 percent uncooked meat, poultry, or fish. These products must meet nutritional specifications as established by USDA. For more information, see "Vegetable Protein Products in Child Nutrition Programs."

Cheese Alternate Products may be used in combination with at least an equal amount of natural or processed cheese in a heated or cooked menu item.

To improve children's overall food intake, you should include meat or meat alternates at *breakfast* as often as possible. You may serve eggs, cheese, and peanut butter as they are, or you may use them to prepare breads, like cheese biscuits or peanut butter rolls.

Young children enjoy cheese cubes or sticks, peanut butter on bread or crackers, meat cubes, and other protein-rich foods at snack time. Snacks provide excellent opportunities for introducing unfamiliar meats or meat alternates to young children. You may also use a serving of meat or meat alternate as one of the components of a snack.

VEGETABLES AND FRUITS provide most of the vitamin C and a large share of vitamin A. They also supply iron, other vitamins and minerals, and fiber.

At *breakfast*, a serving of fruit or vegetable, or *full-strength* fruit or vegetable juice is required. Breakfast is an excellent time to serve vitamin C foods. These include citrus fruits and juices, like oranges or grapefruits. (See page 12 for a list of full-strength fruit and vegetable juices.) Other good choices are tomato juice, strawberries, or cantaloupe when they are in season. You can also serve dried fruit. Dried apricots, raisins, and prunes provide variety in menus and are valuable sources of iron. (See the list on page 9 for food sources of vitamins A and C and iron.)

To meet program requirements for *lunch and supper* you must serve two or more vegetables or fruits at each meal. Include vegetables and fruits that are good sources of vitamins A and C and iron in at least one meal.

Fruits and vegetables that are easy to prepare and eat are practical to serve. Offer a variety of these foods. Use fresh fruits and vegetables frequently. When you use canned fruits, select ones that are packed in fruit juice, water, or a light sirup, when possible. If you serve fruit or vegetable juice *for the midmorning or midafternoon* snack, use full-strength juice. (However, you cannot serve fruit juice if you serve milk as the only other component for the snack.) Juice drinks with at least 50 percent full-strength juice are allowed, but discouraged, because double the volume is needed to meet program requirements. Most juice drinks contain less than 50 percent full-strength juice. Beverages made from fruit-flavored powders and sirups do not meet program requirements.

Snack time is a good time to introduce new vegetables and fruits to children.

For variety, you might want to serve some fruit or vegetable (1/8 cup) with juice and toast for snacks.

ENRICHED OR WHOLE GRAIN BREAD AND CEREALS provide some of the B vitamins, minerals (especially iron), some protein, and calories. Whole grain products supply additional vitamins and minerals, as well as dietary fiber and variety of taste and texture.

At *breakfast*, you must offer a serving of enriched or whole grain bread, a serving of an acceptable bread product made of enriched or whole grain meal or flour, or a serving of enriched or whole grain cereal. (See list of acceptable breads and bread alternates on page 10.) To meet the requirement for 3- to 6-year-old children, you can use a combination of bread and cereal, such as 1/4 slice of bread and about 2 level tablespoons (1/8 cup) of cooked rolled oats. Remember that the meal patterns specify a different serving size for hot cooked cereals than for cold dry cereals.

At lunch and supper, you must offer a serving of enriched or whole grain bread. You can meet this requirement with whole grain or enriched bread, or with a serving of an acceptable bread product made with whole grain or enriched meal or flour. A serving of enriched or whole grain products such as enriched macaroni, rice, noodles, spaghetti, corn grits, or bulgur also meet this requirement.

For *midmorning and midafternoon snacks*, if you choose to serve bread you must offer a serving of enriched or whole grain bread or cereal, or an acceptable bread product made of enriched or whole grain meal or flour. Hot breads such as rolls, biscuits, cornbread, muffins, or raisin bread can add variety and appeal, as well as nutrients, to snacks. (For other acceptable breads and bread alternates, see the list on page 10.) Enriched soda and graham crackers also are appropriate to serve to young children as snacks. Although most crackers are **made** with enriched flour, USDA does not recommend that you use "party" crackers, i.e., snack crackers, onion crackers, and the like, because it is difficult to determine portion sizes that are equivalent to 1/2 slice of bread. Enriched cookies do not count as bread equivalents at breakfast, lunch, or supper. However, these items are acceptable as snacks. Choose a type of cookie that you may offer in reasonable numbers to meet the minimum requirements for the age group you are serving. USDA recommends that you serve cookies as a part of a snack no more than twice a week.

Formulated Grain-Fruit Products meet the bread or cereal and fruit or juice requirements for breakfasts and snacks. These products must meet nutritional specifications as established by USDA. They are intended for use where kitchen facilities are not available for preparing and serving regular breakfast or snack menus.

You may serve OTHER FOODS that are not a part of the meal pattern requirements at all meals. These can help improve acceptability, satisfy children's appetites, and if wisely chosen, can increase the nutritional quality of meals.

A serving of butter or fortified margarine is not required. You may use butter or fortified margarine as a spread or in food preparation to provide additional calories and vitamin A. Go easy on added fat.

Desserts served at *lunch and supper* help meet children's need for energy (calories). Desserts may also help meet other nutritional needs. For example, baked products made from whole grain or enriched flour supply iron and B vitamins. Desserts made from milk furnish calcium along with other nutrients.

You can serve jams, jellies, honey, and sirup occasionally at *breakfast* to add variety. They mainly furnish calories.

Some foods for vitamin A, vitamin C, and iron

Vitamin A

Vegetables
Asparagus
Broccoli
Carrots
Chili peppers (red)
Kale
Mixed vegetables
Peas and carrots
Pumpkin
Spinach
Squash-winter
Sweetpotatoes
Tomatoes
Tomato juice, paste or puree
Turnip greens
Vegetable juices

Fruits
Apricots
Cantaloupe
Cherries, red sour
Nectarines
Peaches (not canned)
Plums, purple (canned)
Prunes

Vitamin C

Vegetables
Asparagus
Broccoli
Brussels sprouts
Cabbage
Cauliflower
Chili peppers
Collards
Kale
Okra
Peppers, sweet
Potatoes, white
Spinach
Sweetpotatoes
Tomatoes
Tomato juice, paste or puree
Turnip greens
Turnips

Fruits
Cantaloupe
Grapefruit
Grapefruit juice
Oranges
Orange juice
Raspberries
Strawberries
Tangerines

Iron

Vegetables
Asparagus (canned)
Beans—green, wax, lima (canned)
Bean sprouts
Beets (canned)
Broccoli
Brussels sprouts
Dark green leafy—beet greens, chard, collards, kale, mustard greens, parsley, spinach, turnip greens
Parsnips
Peas, green
Potatoes (canned)
Sauerkraut (canned)
Squash (winter)
Sweetpotatoes
Tomato juice, paste, puree, sauce
Tomatoes (canned)
Vegetable juice (canned)

Fruits
Apricots (canned)
Cherries (canned)
Dried fruits—apples, apricots, dates, figs, peaches, prunes, raisins
Grapes (canned)

Meat and Meat Alternates
Dried beans and peas
Eggs
Meat in general, especially liver and other organ meats
Peanut butter
Shellfish
Turkey

Bread and Bread Alternates
All enriched or whole grain bread and bread alternates

Acceptable bread and bread alternates

Important Notes:

- All products must be made of whole grain or enriched flour or meal.
- Serving sizes listed below are specified for children under 6 years of age.
- A "full" serving (defined below) is required for children 6 years of age and older.
- USDA recommends that cookies, granola bars, and similar foods be served in a snack no more than twice a week. They may be used for a snack only when:
  - whole grain or enriched meal or flour is the predominant ingredient as specified on the label or according to the recipe; and
  - the total weight of a serving for children under 6 years of age is a minimum of 18 grams (0.6 oz.) and for children over 6 years, a minimum of 35 grams (1.2 oz.).

Group A

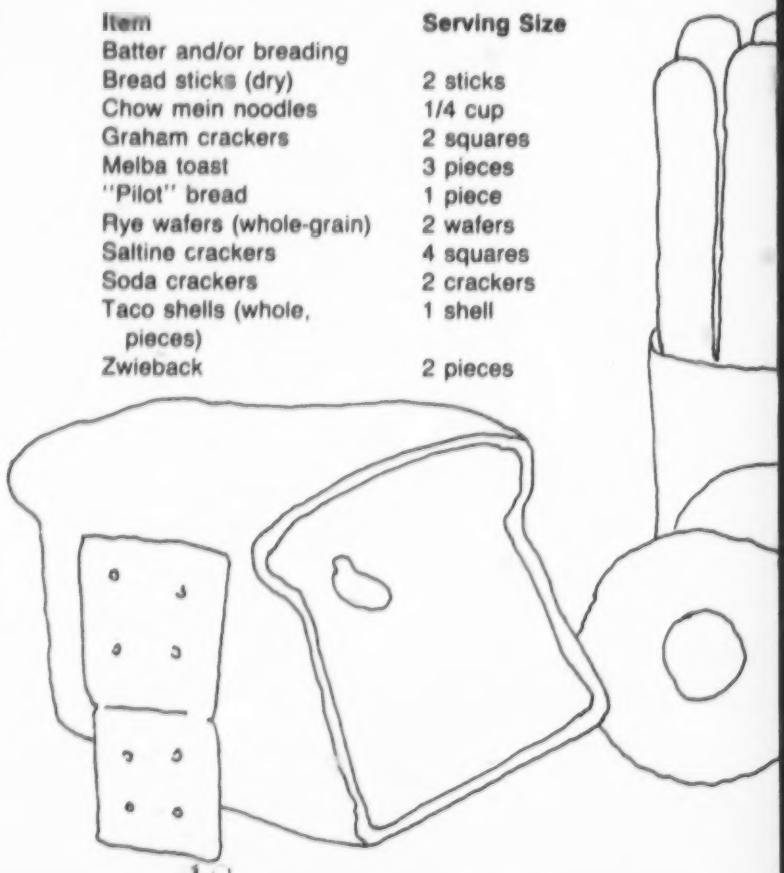
When you obtain these items commercially, a *full* serving should have a minimum weight of 25 grams (0.9 ounces). The serving sizes specified below should have a minimum weight of 13 grams (0.5 ounces).

Item	Serving Size
Bagels	1/2 bagel
Biscuits	1 biscuit
Boston brown bread	1/2 serving
Breads, sliced, all types (white, rye, whole wheat, raisin, quick breads, etc.)	1/2 slice
Buns and sweet buns	1/2 bun
Cornbread	1 piece
Croissants	1/2 croissant
Doughnuts (all types)	1/2 doughnut
Egg roll/wonton wrappers	1 serving
English muffins	1/2 muffin
French, Italian, or Vienna bread	1/2 slice
"Fry" bread	1/2 piece
Muffins	1/2 muffin
Pizza crust	1 serving
Pretzels, Dutch (soft)	1 pretzel
Rolls and sweet rolls	1/2 roll
Stuffing (bread)	1/2 serving
Syrian bread (pita)	1/2 round

Group B

When you obtain these items commercially, a *full* serving should have a minimum weight of 20 grams (0.7 ounces). The serving sizes specified below should have a minimum weight of 10 grams (0.4 ounces).

Item	Serving Size
Batter and/or breading	
Bread sticks (dry)	2 sticks
Chow mein noodles	1/4 cup
Graham crackers	2 squares
Melba toast	3 pieces
"Pilot" bread	1 piece
Rye wafers (whole-grain)	2 wafers
Saltine crackers	4 squares
Soda crackers	2 crackers
Taco shells (whole, pieces)	1 shell
Zwieback	2 pieces



■ To determine serving sizes for products in Group A that are made at child care centers, refer to "Cereal products" in FNS-86, "Quantity Recipes for Child Care Centers."
■ Doughnuts and sweet rolls are allowed as a bread item in breakfasts and snacks only.
■ French, Vienna, Italian, and Syrian breads are commercially prepared products that often are made with unenriched flour. Check the label or manufacturer to be sure the product is made with *enriched* flour.
■ The amount of bread in a serving of stuffing should weigh at least 13 grams (0.5 ounces).
■ Whole grain, enriched, or fortified breakfast cereals (cold, dry, or cooked) may be served for breakfast or snack only.

Group C

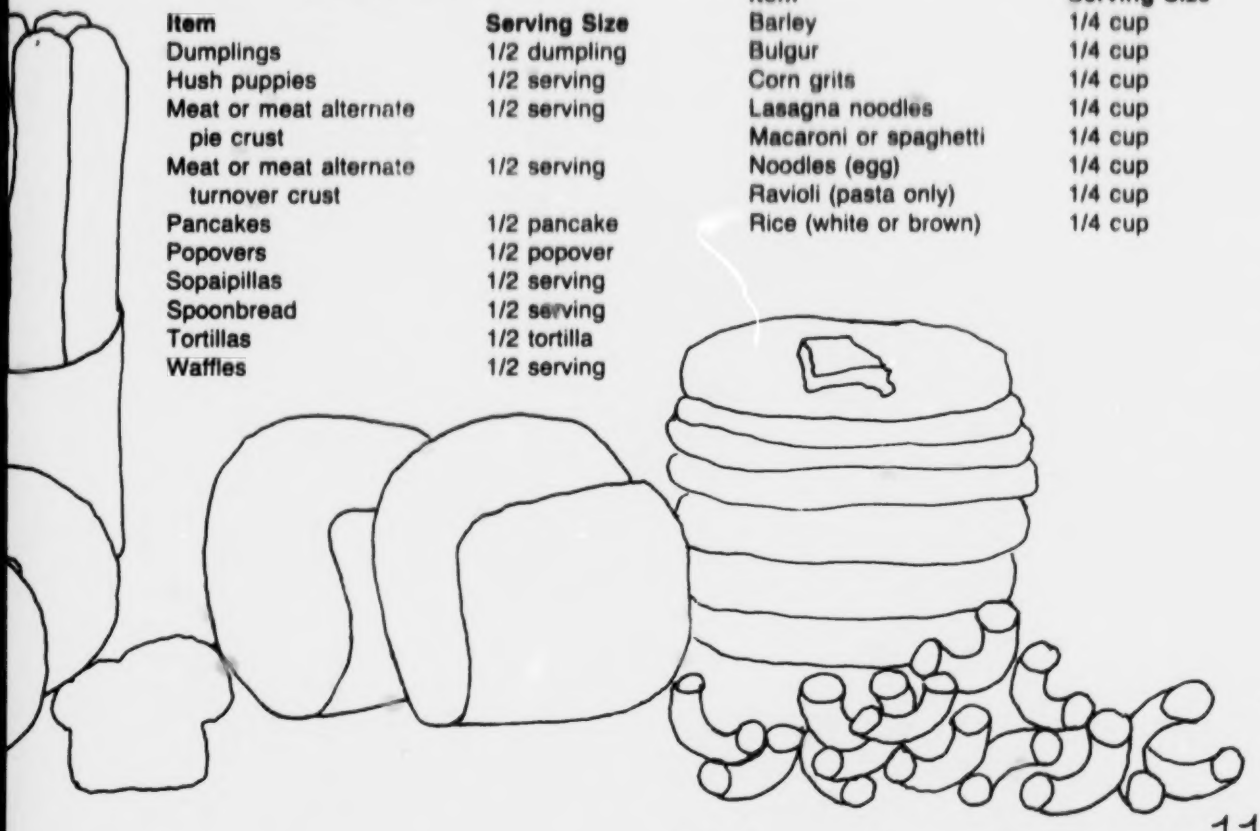
When you obtain these items commercially, a *full* serving should have a minimum weight of 30 grams (1.1 ounces). The serving sizes specified below should have a minimum weight of 15 grams (0.5 ounces).

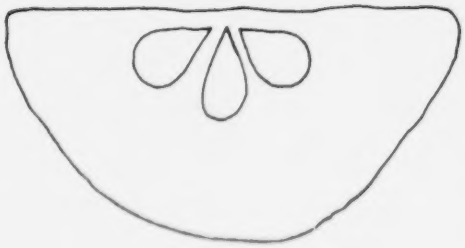
Item	Serving Size
Dumplings	1/2 dumpling
Hush puppies	1/2 serving
Meat or meat alternate pie crust	1/2 serving
Meat or meat alternate turnover crust	1/2 serving
Pancakes	1/2 pancake
Popovers	1/2 popover
Sopaipillas	1/2 serving
Spoonbread	1/2 serving
Tortillas	1/2 tortilla
Waffles	1/2 serving

Group D

When you serve these items, a *full* serving should have a minimum of 1/2 cup cooked product. The serving sizes specified below are the minimum *half* servings of cooked product.

Item	Serving Size
Barley	1/4 cup
Bulgur	1/4 cup
Corn grits	1/4 cup
Lasagna noodles	1/4 cup
Macaroni or spaghetti	1/4 cup
Noodles (egg)	1/4 cup
Ravioli (pasta only)	1/4 cup
Rice (white or brown)	1/4 cup





Suggested finger foods

Apple wedges
Banana slices
Berries
Cabbage wedges
Carrot sticks
Cauliflowerets
Celery sticks*
Cheese cubes
Dried peaches
Dried pears
Fresh peach wedges
Fresh pear wedges
Fresh pineapple sticks
Grapefruit sections (seeded)
Green pepper sticks
Meat cubes
Melon cubes
Orange sections
Pitted plums
Pitted prunes
Raisins
Tangerine sections
Tomato wedges
Turnip sticks
Zucchini sticks

* May be stuffed with cheese or peanut butter

Full-Strength fruit and vegetable juices:

Apple	Pineapple
Grape	Prune
Grapefruit	Tangerine
Grapefruit-orange	Tomato
Orange	Vegetable

Any blend or combination of the above juices is acceptable.

Planning menus

Creative menu planning calls for originality, imagination, and a spirit of adventure. Plan menus that are appealing, economical, and suited to available facilities and personnel, and plan the menus for the children that you serve. Investigate the ethnic and cultural background of program participants and try to include foods that will be acceptable to the groups you are serving.

Plan menus 2 weeks to a month ahead of the time that you will serve them. You need to plan them this far in advance to accurately purchase food, control costs, and schedule food preparation.

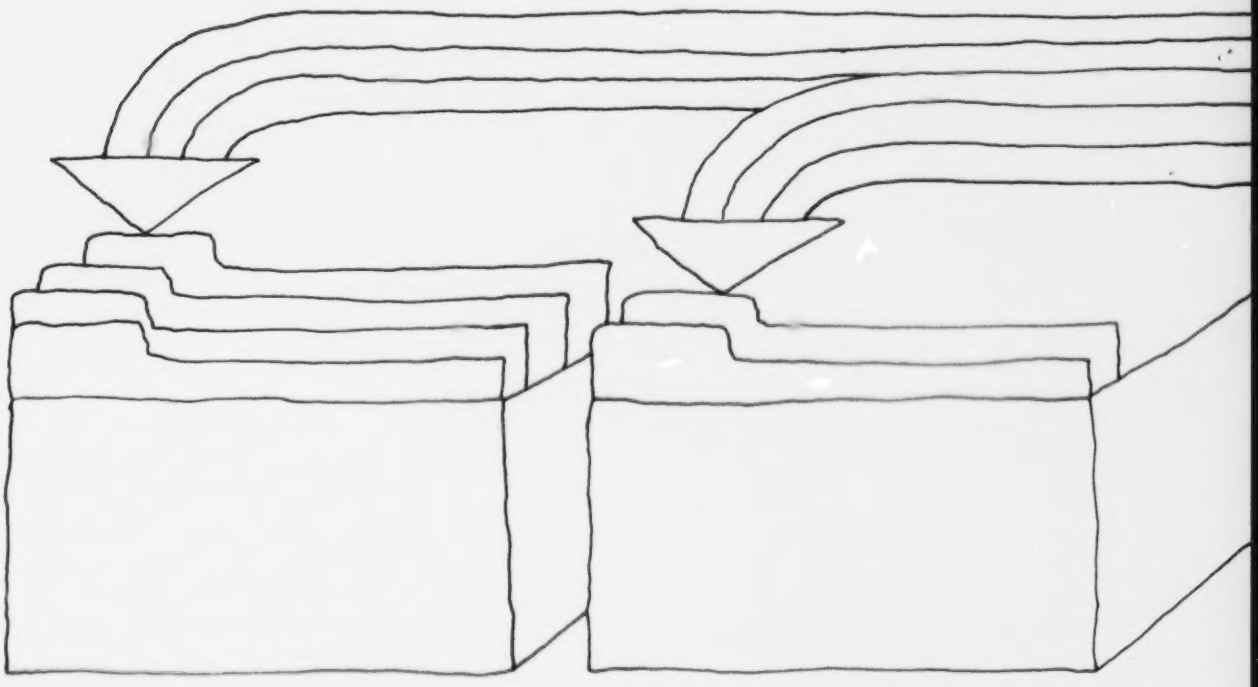
Cycle menus lasting 2 or 3 weeks are one way to provide variety and avoid repetition in food service. The cycle does not always have to begin on the first day of the week. Beginning the menu cycle on Wednesday, Thursday, or any other day is just as acceptable and helps avoid having the same menu on the same day of each week.

APPETITE APPEAL

Variety is the key to appetizing meals for children and adults alike. The food you serve should have *variety:* in *form* (cooked and raw), *size and shape* (round, sticks, cubed, etc.), *color, texture* (crisp and soft), and *flavor* (strong or mild, sweet or sour). Also, plan for a variety of components for the snacks. See menus on page 16 for ideas.

Serve foods in forms young children can manage easily, such as bite-sized pieces. Serve "finger foods"—vegetable sticks or wedges of fresh fruit—often. Foods they can pick up with their fingers are easy to handle.

Try to include foods with contrasting colors. The natural red, green, and orange colors of fruits and vegetables add eye appeal. Colorful foods should be used in combination with those of little color. Mashed potatoes, green beans, carrot sticks, and tomato wedges make an appealing color combination.



In a hot meal, try to include at least one cold food. In a cold meal, try to include at least one hot food.

Use crisp, firm foods in combination with soft, creamy ones.

Use a combination of mild flavors with strong ones.

Strong-flavored vegetables, such as broccoli, cabbage, and kale, may not be popular with young children. Serve these vegetables only occasionally and in small amounts.

Include food combinations that are most acceptable to children.

Plan special menus for national holidays, children's birthdays, and other special days at the center.

Plan to use foods in season. Most fresh fruits and vegetables are plentiful during summer months. This is a good time to serve these foods.

Consider regional, cultural, and personal food preferences of children when planning menus.

Try to have the menus reflect children's food preferences, not just the personal preferences of the menu planner.

Avoid:

- Serving the same food on consecutive days; for example, ground beef in meatloaf on Monday and in "Sloppy Joes" on Tuesday.
- Serving the same food on the same day of the week. Every Monday should not be "soup and sandwich day" and every Friday should not be "fish day."
- Preparing two foods in the same way in the same meal; for example, chicken a la king and creamed corn.
- Preparing foods in the same way each time they are served.

FOOD COST

Most centers have a limited amount of money they can spend for food in a given period—a month, for example. The food service manager has the responsibility of staying within this limit while planning appetizing and nutritious meals. Here are some tips on controlling food costs.

Recipes

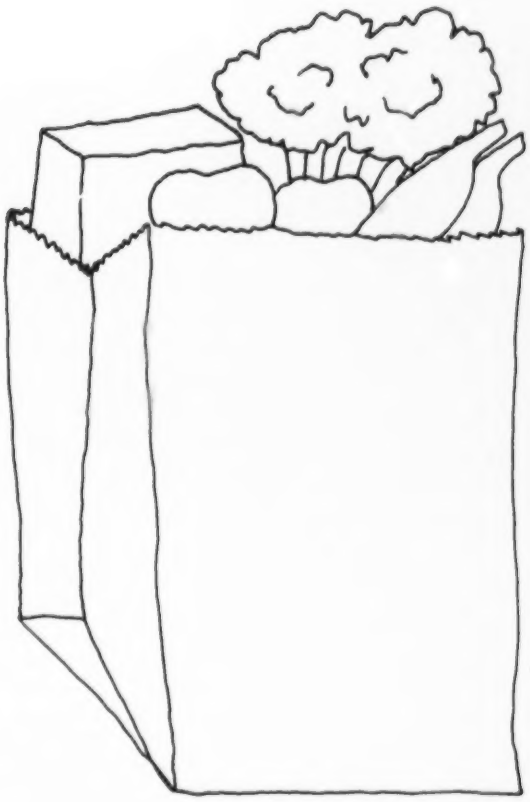
Use recipes that yield a given amount of a good quality product. A file of such recipes (standardized recipes) that are adjusted to provide the number of servings required in the center is basic to cost control. The file should include the quantities of fresh and processed foods—vegetables and fruits for example—that provide the required servings. A source of recipes is FNS-86, "Quantity Recipes for Child Care Centers."

Cost comparisons

Calculate how much it costs to serve the foods in the file of recipes. Estimates that you base on the cost of the main ingredients, not counting the cost of seasonings, are accurate enough for planning purposes. Recalculate the cost of recipes only when there is a big change in the price of a major ingredient. You can then compare the cost of foods in different recipes. For example, you can compare the cost of spaghetti and meatballs with the cost of turkey and dressing, and a half orange with a glass of orange juice. Also, you can estimate the cost of the total menu. If this cost is too high for the food budget, you can replace some of the foods in the menu with less expensive ones.

Finding bargains

Make maximum use of USDA-donated foods. Find out from your State agency if donated foods are available in your State. If they are, the State agency may refer you to the State distributing agency. In most States, the distributing agency will tell you which donated foods are available.



Once you receive supplies, include these foods daily or weekly on menus (depending on quantities). Use foods that are in plentiful supply on the local market to help keep your food costs low. Check food prices frequently with local vendors to determine the cost of foods. Plan to use those foods on the menu that are a bargain locally.

FACILITIES

Plan meals that you can prepare and serve with the facilities and equipment that are available.

Consider the oven, surface-cooking, refrigeration, and freezer space. Consider the numbers and kinds of serving tools and dishes that you have available to serve each meal.

For help in planning kitchen facilities, see PA-1264, "Food Service Equipment Guide for Child Care Institutions."

PERSONNEL

Plan meals that your employees can prepare in the allowed time.

Consider the amount of hand preparation you need for each menu.

Schedule employees' time so that you can use their particular skills to best advantage.

Balance the workload from day to day and week to week.

MENU PLANNING—THE TOTAL JOB

Good menu planning goes beyond the listing of specific foods that you include in daily meals. A menu planning worksheet can help simplify the total job.

Keep daily records of the menus served. Design a worksheet to record the menus that you have planned. (See sample worksheets, pages 30-33.)

Select the specific recipes you use to prepare the different menu items.

Determine the serving size you need.

Evaluate the menus from the standpoint of meeting meal requirements, as well as requirements for quality and quantity.

Estimate the number of meals you will prepare.

Adjust the recipes you select to provide the necessary number of servings.

Calculate the amounts of food you need for the total number of meals you will serve with the help of this publication and PA-1331, "Food Buying Guide for Child Nutrition Programs."

Calculate the cost of the meals.

Prepare purchase orders relative to food inventories.

Schedule production time and develop work schedules.

Remember:

A key to good management is to carefully and systematically plan menus well in advance.

Suggested menus for young children

Important Notes

- These menus are based on meal requirements for children from 3 to 6 years of age. For amounts of food to serve other children, see page 5.
- For recipes to prepare these menus that meet program requirements, see FNS-86, "Quantity Recipes for Child Care Centers."
- Make cocoa with fluid milk: whole, skim, or lowfat.
- Rolls, breads, muffins, cookies, and crackers must be made with enriched flour.
- You may meet the meat or meat alternate requirement by serving an equivalent quantity of any combination of foods that are listed under Meat and Meat Alternates.
- Where amounts of a food are not specified, you may use any amount. Try serving a small amount for learning purposes.

Suggested menus for young children

Pattern	1st Day	2nd Day
BREAKFAST Juice or fruit or vegetable Cereal or bread or bread alternate Milk Other foods	**Orange juice**—1/2 cup **Biscuit** — 1 **Milk**—3/4 cup **Baked scrambled egg**—2 tbsp.	**Sliced banana**—1/2 cup **Cornflakes**—1/3 cup **Milk**—3/4 cup
A.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Milk**—1/2 cup **Cinnamon toast**—1/2 slice	**Tomato juice**—1/2 cup **Cheese stick**—1/2 oz.
LUNCH OR SUPPER Meat or meat alternate Vegetables and fruits (two or more) Bread or bread alternate Milk Other foods	**Meat loaf**—1 slice (1-1/2 oz. meat) **Green beans**—1/4 cup **Pineapple cubes**—1/4 cup **Bread**—1/2 slice **Milk**—3/4 cup	**Baked chicken**—(1-1/2 oz. meat) **Mashed potatoes**—1/4 cup **Peas**—1/4 cup **Carrot stick** **Roll**—small **Milk**—3/4 cup
P.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Mixed fruit juice**—1/2 cup **Celery sticks with peanut butter** — 1 tbsp.	**Milk**—1/2 cup **Oatmeal cookie**—1

3rd Day	4th Day	5th Day
Apricot halves—1/2 cup **Blueberry muffin** — 1/2 muffin **Milk** — 3/4 cup	**Fruit cup**—1/2 cup **Hard cooked egg**—half **Toast**—1/2 slice **Milk**—3/4 cup	**Grapefruit sections**—1/2 cup **Rolled oats**—1/4 cup **Milk**—3/4 cup
Milk—1/2 cup **Dry cereal**—1/3 cup	**Orange juice** — 1/2 cup **Toasted raisin bread**—1/2 slice	**Grape juice**—1/2 cup **Enriched soda crackers**—2 **Peanut butter**
Chicken vegetable soup—1/2 cup (1 oz. meat, 1/4 cup vegetable) **Peanut butter and jelly sandwich**—1/4 (1 tbsp. peanut butter) **Green pepper stick** **Sliced peaches**—1/4 cup **Milk**—3/4 cup	**Spaghetti and meat sauce**—1/2 cup (1-1/2 oz. meat) **Peas**—1/4 cup **Green salad**—1/4 cup **French bread**—1/2 slice **Milk**—3/4 cup	**Fish sticks**—3 (1-1/2 oz. fish) **Spinach**—1/4 cup **Fresh pear half**—1/4 cup **Corn bread**—1 square **Milk**—3/4 cup
Apple juice—1/2 cup **Soft pretzel** — 1	**Milk**—1/2 cup **Peanut butter cookie** **Turnip stick**	**Cottage cheese dip** — 1/4 cup with zucchini sticks **Melba toast** — 3

Suggested menus for young children

Pattern	6th Day	7th Day
BREAKFAST Juice or fruit or vegetable Cereal or bread or bread alternate Milk Other foods	**Purple plums** — 1/2 cup **Cheese toast**—1/2 slice **Milk**—3/4 cup	**Orange juice**—1/2 cup **Enriched English muffin**—1/2 **Milk**—3/4 cup
A.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Grapefruit juice**—3/8 cup **Carrot sticks**—3 **Whole grain rye wafers**—2	**Dry cereal**—1/3 cup w/banana slices **Milk**—1/2 cup
LUNCH OR SUPPER Meat or meat alternate Vegetables and fruits (two or more) Bread or bread alternate Milk Other foods	**Swiss steak cubes**—1/4 cup (1-1/2 oz. meat) **Mixed vegetables**—1/4 cup **Orange sections**—1/4 cup **Rice**—1/4 cup **Milk**—3/4 cup	**Macaroni, cheese and ham casserole**—1/3 cup (1-1/2 oz. meat and cheese) **Green beans** — 1/4 cup **Fresh fruit cup**—1/4 cup **Pita bread** — 1/2 round **Milk**—3/4 cup
P.M. SNACK (Select two of these four components) Milk Meat or meat alternate Fruit or vegetable or juice Bread or bread alternate (including cereal)	**Milk**—1/2 cup **Granola bar** — 1 small	**Milk** — 1/2 cup **Tortilla** — 1/2 with refried beans

8th Day	9th Day	10th Day
Sliced peaches—1/2 cup **Corn grits**—1/4 cup **Milk**—3/4 cup	**Applesauce**—1/2 cup **Scrambled egg**—2 tbsp. **Whole wheat toast**—1/2 slice **Cocoa**—3/4 cup	**Tomato juice**—1/2 cup **Farina**—1/4 cup **Milk**—3/4 cup
Apple juice—1/2 cup **Bagel** — 1/2 bagel	**Orange juice**—1/4 cup **Muffin**—1/2 muffin **Raisins**—1/4 cup	**Milk**—1/2 cup **Enriched soda crackers**—2 **Peanut butter**
Pizza — 1 piece (1-1/2 oz. meat, crust) **Green salad** — 1/4 cup **Tomato wedge**—1/4 cup **Milk**—3/4 cup	**Lean beef patty**—1-1/2 oz. **Whole wheat bun**—1/2 bun **Carrots**—3/8 cup **Apple wedge**—1/8 cup **Milk**—3/4 cup **Chocolate pudding**—2 tbsp.	**Salmon loaf**—1 piece (1-1/2 oz. fish) **Boiled potatoes**—1/4 cup **Broccoli**—1/4 cup **Roll** **Milk**—3/4 cup
Pineapple chunks — 1/4 cup with cottage cheese **Bread sticks** — 2	**Milk**—1/2 cup **Saltines** — 4 with cheese	**Fresh fruit cup**—1/2 cup **Bran muffin** — 1/2 muffin

Tips on food purchasing

Getting the most for the food dollar takes careful planning and buying experience. Careful use of food buying power will not only help control food cost but also reduce waste and help upgrade the quality of meals.

Success in food buying means getting foods of good quality in the proper quantities at the best possible prices.

Quantities to buy depend on the number of children attending the center, the menus and recipes you use, the amount and kind of storage space you have available, the inventory on hand, the perishability of the food, and the length of time the order will cover.

WHERE TO BUY

- Check the food companies (vendors) or stores in the area.

Which offers foods that you use frequently? Which offers the service you need—prompt and frequent delivery, credit, discounts? Which offers quality food at a reasonable price?

- Buy from suppliers that provide the best quality food at the most reasonable prices.
- Follow a strict code of business ethics when purchasing foods for the center.

Know what the food suppliers expect, and let them know what you expect of them.

WHAT TO BUY

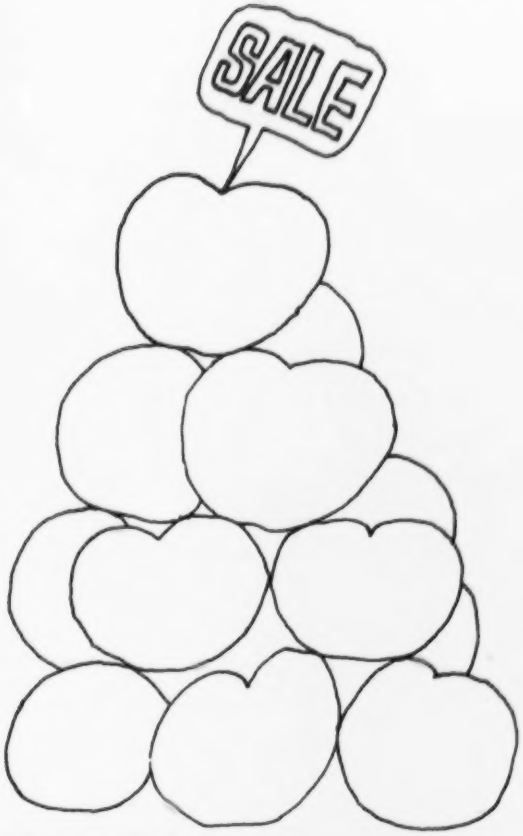
How you plan to use the food determines the form and quality you should buy. Consider products' style, type, size, count, container, and packaging medium. Read labels. Know what the product is and inspect it before you buy it and upon delivery. Whenever possible, buy foods that are federally graded.

- Buy federally inspected meats and poultry. Government inspection insures that meat and poultry were produced from animals or fowl that were free from disease at the time of slaughter and were prepared under strict sanitary conditions.
- Purchase only pasteurized, Grade A milk and milk products.
- Purchase federally inspected seafoods whenever possible. This assures top quality products.
- Purchase bread and pastry that is properly wrapped or kept in paper-lined containers with covers to keep bread and pastry fresh and wholesome.
- Purchase frozen foods that have been kept hard frozen. Do not accept delivery of frozen foods that are, or have been, thawed or partially thawed.
- Purchase perishable foods that have been kept under refrigeration.

Develop standards for all food purchases. Standards describe the food to be purchased. State or write clear standards for each food item you order. Let the vendor know the standards. Once you receive the order, check to see that the food meets the standards.

HOW MUCH TO BUY

- Calculate the quantities of food you need to serve the children and adults eating at the center.
- Consider the number of servings per pound or per can for each item you will purchase. Select those food items that best suit your needs.
- Remember storage facilities. Buy only quantities that you can store properly. Consider food's "keeping" qualities in relation to storage facilities you have available. Buy those that best fit the situation.



WHEN TO BUY

■ Decide when to buy each type of food. Purchase bread and milk daily. You should buy perishable foods, such as meat, fish, poultry, fresh and frozen produce, for daily delivery. If you have enough storage space, two deliveries a week may be adequate. Purchase canned foods and staple groceries monthly or twice monthly, depending on storage space.

KEEP RECORDS OF FOOD PURCHASES

Record the date you ordered the food, the date you received it, its condition on arrival, when you used it, and how much you used. Be sure to record the price you paid. These records can be a help in planning future purchases and menus.

Remember:

The food you serve can only be as good as the quality of the foods you purchase.

Food preparation

Serving acceptable and nutritious foods depends not only on good planning, selection, and storage of food, but also on how you prepare and cook it.

The key to good food preparation is to carefully follow standardized recipes. A standardized recipe specifically describes the amount of ingredients and the method of preparation you need to consistently produce a high-quality product. You will need to make sure that your recipes meet the program meal requirements.

FOOD PREPARATION TIPS

■ Trim fresh fruits and vegetables carefully to conserve nutritive value. Remove damaged leaves, bruised spots, skins, and inedible parts. You lose nutrients when tissues are bruised. To avoid bruising, use a sharp blade when trimming, cutting, or shredding.

■ Cook vegetables only until they are tender and in just enough water to prevent scorching.

■ Cook root and tuber vegetables in their skins to help retain their nutritive value.

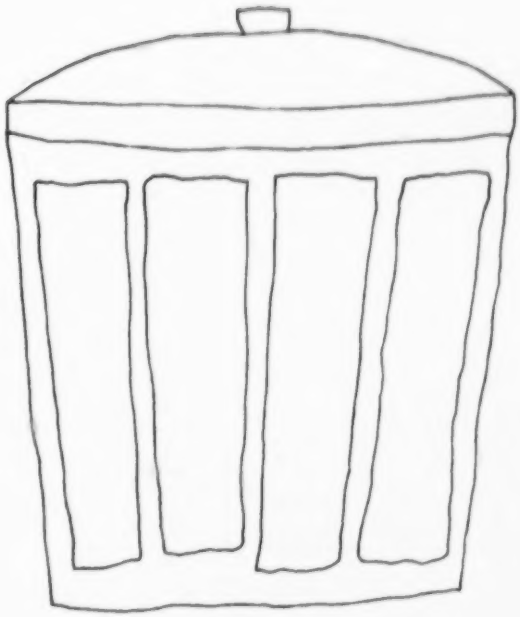
■ Serve the liquid from cans, or use it in gravies, soups, gelatin, and the like to get full nutritive value from canned fruits and vegetables.

■ Cook meat, fish, and poultry according to the cut or type that you purchased. The less expensive cuts and grades of lean meat contain as much food value as higher priced ones. The cheaper cuts require greater skill in cooking and seasoning to be acceptable.

■ When you roast meat and poultry, skim fat from drippings before making gravies. When you stew meat, skim the fat from the broth and use the broth in soups. This will have some nutrients that you otherwise would lose during cooking.

■ Avoid cooking cereals in too much water. You waste valuable nutrients when you drain off the cooking water and rinse the cereals.

Sanitation



Sanitation is one of the most important aspects of good food service. One error or one instance of carelessness can cause the spread of a disease with drastic consequences.

Just as it is important to feed children nutritious, body-building meals, it is equally important that the meals be free from substances that may cause illness. Nutrition and sanitation must go hand-in-hand in any good food service operation. Consider sanitation when you select, store, and serve food.

GOOD SANITATION REQUIRES:

Clean utensils and equipment.

- Be sure all eating and drinking utensils are properly handled. Do not touch surfaces on which food is served or surfaces which come in contact with the mouth.
- Do not use cracked or chipped utensils and dishes.
- Keep all appliances and equipment clean and in good working order.
- Use only dishwashing equipment that meets local health agency regulations.
- Request that local health and fire departments inspect center facilities at least once a year.

Clean and wholesome food.

- Purchase foods such as pasteurized milk, inspected, stamped meat, and government-approved shellfish to help insure food safety.
- Examine food when it is delivered to make sure it is not spoiled, dirty, or contaminated with insects.

Correct storage and cooking temperatures.

- Use food supplies on a "first in, first out" basis. Store foods so you use older supplies first. This helps prevent spoilage.
- Protect foods such as flours, cereals, cornmeal, sugar, dry beans, and dry peas from rodents and insects by storing these foods in tightly covered containers.
- Keep cold foods cold (45°F or below) and keep hot foods hot (cook and hold at 140°F or above).
- Don't overload containers for heating and cooling. Use shallow pans so food will heat or cool quickly.
- Throw out portions of foods that are served but not eaten.

Clean and healthy workers.

- Be sure that all food service workers meet the health standards set by local and State health authorities.
- Do not let people with infected cuts or sores, colds, or other communicable diseases prepare or serve food.

Safe food handling practices.

- Wash your hands thoroughly with soap and water before handling foods or utensils. Repeat after every visit to the restroom.
- Wash your hands, utensils, and work surfaces thoroughly after contact with raw eggs, fish, meats, and poultry.
- Thoroughly wash all fruits and vegetables you serve raw, such as lettuce, celery, carrots, apples, and peaches.
- Cook foods properly, following standardized procedures and recipe directions.

Make mealtime a happy time

Feeding young children can be fun if you know:

- What foods children should have.
- How to bring children and foods together happily.

Pleasant eating experiences are as important as nutritious foods. They provide pleasant associations with food and eating. Food habits and attitudes that form during the preschool years remain with most people throughout life.

- Try to understand each child's personality and reaction to foods.
- Children need to do as much for themselves as they are able to do. First efforts may be awkward, but encourage them. These efforts are a step toward growth.
- Children may be in no hurry to eat once the first edge is taken off their hunger. They do not have adults' sense of time. Urging them to hurry may spoil their pleasure in eating.
- Most 1-year-old children can handle bite-sized pieces of food with their fingers. Later they can handle a spoon by themselves. Since they are growing slower than infants, they may be less hungry. They may be choosy and refuse certain foods. Don't worry or force them to eat. Keep on offering different foods.
- Sometimes children 3 to 6 years old go on food "jags." They may want two or three servings of one food at one meal. Given time they will settle down and eat a normal meal. The overall pattern from week to week and month to month is more important.

INTRODUCING NEW FOODS

Introduce only one new food at a time. Offer a very small amount at first, at the beginning of the meal, so that children may become used to new flavors and textures. Allow plenty of time for children to look at and examine the foods.

Do not try to introduce a new food when children do not feel well or are cross and irritable. If you offer a new food and children turn it down, don't make a fuss. Offer the food again a few days later. If children do accept a new food, let them try it again soon so they can become familiar with it.

ENCOURAGING FAVORABLE FOOD ATTITUDES AND GOOD EATING HABITS

- Use a bright, attractive, well-ventilated, and comfortable room for serving meals.
- Have a physical setting—tables, chairs, dishes, glasses, silverware, and serving utensils—that suits young children.
- Provide a quiet time just before meals so that the atmosphere can be friendly and relaxed at mealtime.
- Encourage children to participate in the food service by setting the table, by helping to bring the food to the table, or by cleaning their own space after eating.
- Avoid delays in food service so the children will not have to sit and wait.
- Set a good example. Young children sense adult attitudes toward food.
- At the table, create an atmosphere of acceptance and respect for each child so that the meal will be both nutritionally and emotionally satisfying.
- Serve foods family style. An adult should eat at the table with the children. Children should be encouraged to take second helpings, if that is necessary to insure that they get all the required quantities.
- Arrange foods on plates to make meals nutritious, interesting, and attractive from the standpoints of color, texture, flavor, and temperature.
- Give small servings and allow second servings if desired.
- Permit children to make some food.

choices, and recognize when their food needs have been satisfied.

- Use new foods frequently, but introduce them one at a time with familiar foods, and have only "taste-size" portions until the children accept the food. Snack time is a good time to taste-test new foods.
- Temperature extremes are unpleasant to most young children. Usually a child does not object to lukewarm food. Beverages are often more pleasing to a child when served at room temperature, rather than ice cold or piping hot.
- Deemphasize the "clean plate" idea. Children may rebel if you force them to eat unwanted food. Children may learn to overeat if they are told too often to finish their meals.
- Do not let children use food to gain attention—for example, if they refuse to eat or make special demands.

Nutrition education

Nutrition education should prepare children to make the correct choices of food. Children should start learning about nutrition when they are young.

During this period, a young child can develop positive attitudes toward food, learn to accept a wide variety of foods, and appreciate the pleasurable experiences eating provides. You can accomplish all of this by incorporating into the child care food program educational activities that are centered around foods. It's better to establish good food habits early in life than try to change eating habits later.

Many factors must work together to make a nutrition education program successful. A primary factor is the cooperative effort of directors, teachers, food service personnel, and parents in helping children learn about food. Directors, teachers, and food service personnel should serve nutritious meals and snacks that provide an opportunity for excellent learning activities. Parents can emphasize these activities at family meal times at home. Also, parents can serve the program as volunteers, such as helping supervise a meal. At the same time they can learn a great deal to enhance family eating practices at home. In the center, you might encourage children to:

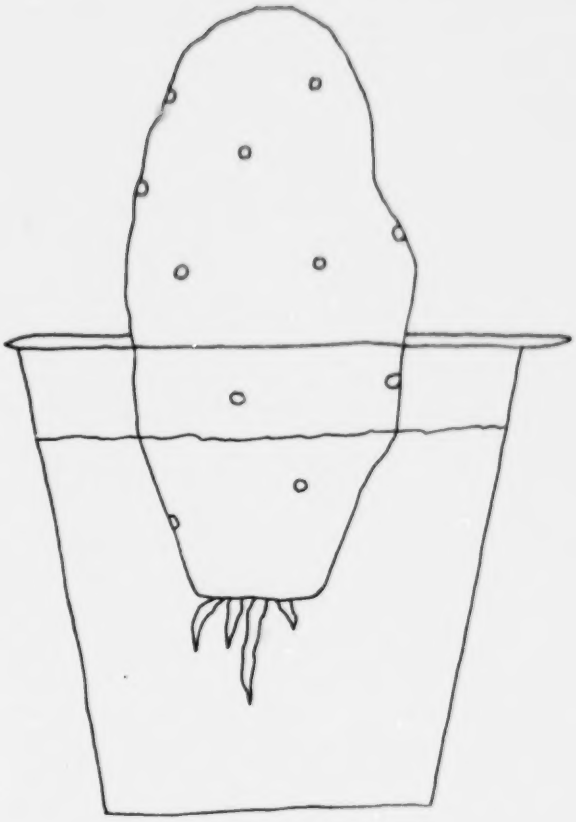
- Identify, talk about, and enjoy a wide variety of new foods, new tastes, and new dishes.
- Develop a wholesome attitude toward nutritious food and good eating habits.
- Share and socialize in group eating situations.

The teaching of nutrition is most valuable to children when you integrate it with other learning experiences. Learning is reinforced when children have an opportunity to practice what you teach them. Foods—like a golden orange, a rosy apple, or a bright-hued pepper—can be an introduction to bright new colors, different shapes, textures, and aromas.

Some nutrition education activities that children may perform in the center are:

- Squeezing oranges and drinking the juice for snacks. Roll the oranges on a hard surface, such as a table, to soften them before juicing.
- Peeling grapefruits, bananas, and tangerines. Tear and break the fruits into pieces and mix them together to make a salad for lunch. Be sure to coordinate this activity with the food service personnel.
- Growing a sweetpotato in water to show how the plant grows from the stored food in the potato.
- Celebrating a special occasion like Halloween by baking pumpkin bread or Washington's birthday by preparing a cherry cobbler.
- Measuring dried beans or colored water using real kitchen measuring cups and spoons.
- Observing changes in texture, volume, and consistency of juice as a liquid, and after you freeze it. Freeze the juice in cups to make popsicles.
- Role-playing in a supermarket setting. This could include choosing food, caring for fresh vegetables classifying and shelving canned goods, and exchanging money tokens.
- Listening to the sounds made as celery or popcorn is eaten; identifying a variety of foods by smell, with your eyes closed; using descriptive words to tell how certain foods taste.

Children learn many things from excursions or trips to discover how food is produced, marketed, and purchased. These



trips broaden their horizons and both stimulate and satisfy their curiosity. After the trip, have the children role-play to recall what they learned. Children could begin with a visit to the center's own kitchen, and an introduction to the person who is responsible for the food preparation.

On a trip to a farm, children might:

- Observe cows being milked and discuss how the milk gets from the farm to the container in the store.
- Discuss how eggs get from the farm to the store.
- Observe vegetables and plants growing. Discuss how plants grow and produce our vegetables and fruits.

You can take other trips, which teach children more about foods, to the farmer's

market, grocery store, dairy, and bakery.

In addition, foods may be a pleasant and interesting part of other center activities. At play, for example, you might encourage children to:

- Plant seeds which germinate quickly, such as radishes, mustard greens, and turnip greens. Soak seeds overnight to hasten germination.
- Make biscuit or yeast dough and wrap it around different types of food before cooking. Cook and eat the finished product.
- Play a matching game with foods and food pictures, such as matching eggs and chickens, green leafy vegetables and growing plants, and milk and cows.

The effectiveness of nutrition education in the classroom can be greatly enhanced if parents reinforce it at home. You should invite parents into the center to:

- Join in group meetings at which feeding the family is the subject of discussion.
- Assist with food preparation.
- Be guests or aides at mealtime.
- Share favorite family menus, recipes, special foods, and traditions of their ethnic heritage.

Doing this, parents can serve the center and at the same time learn a great deal about selecting economical foods and developing sound nutritional practices.

Planning foods for infants

Because infants (birth to 1 year) are so vulnerable nutritionally, you should gear their feeding to the needs of each infant and base it on sound medical advice. Child care centers providing day care for infants should seek guidance on feeding infants from the appropriate medical authorities—the infants' doctors or pediatric nurse practitioners or the public health clinic.

Babies' first food is usually breastmilk or prepared infant formula. Infants should be fed breastmilk or formula for the first year of life.

In addition to breastmilk or formula, you should provide other foods during the first year but not until the infant is at least 4 to 6 months old. These offer additional nutrients for the larger infant. It is up to the doctor or medical authority to decide when and in what order you should offer these foods.

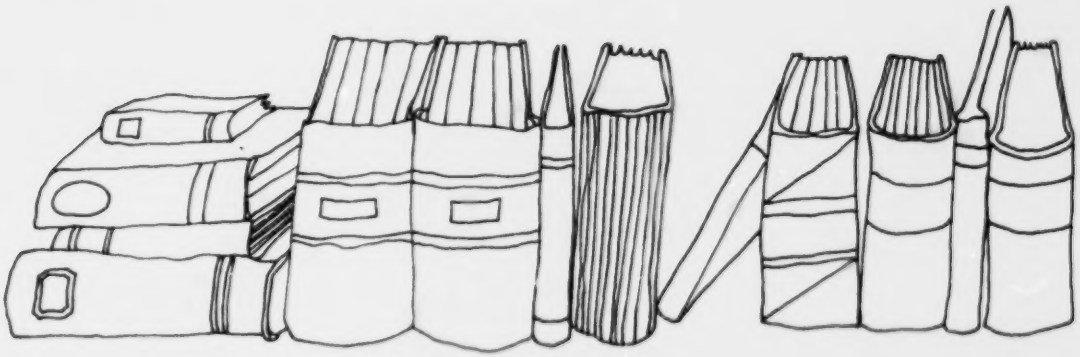
When the infant is ready to begin solid foods, offer one new food at a time and continue for 3 to 4 days before you introduce another food. Start with small servings of 1 to 2 teaspoonfuls and gradually increase the serving size to 3 to 4 tablespoons per feeding.

Introduce infant cereal first, then strained fruits, strained vegetables, and finally, strained meats. You should also introduce juices (orange or apple) one at a time, preferably from a cup.

Once babies show signs of teething, they will welcome a piece of dried bread, toast, or a teething biscuit to chew. When they have enough teeth and can chew, infants should progress to mashed or finely chopped foods to acquaint them with different textures. Do not add sugar, fat, or salt to infants' foods.

As babies become acquainted with their environment, including their food, they will want to explore it, handle it, and try to feed themselves. Encourage this as much as possible.

Information materials



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Quantity Recipes for Child Care Centers. USDA, FNS-86, Slightly Revised 1979. Available from your State Agency or USDA/FNS Regional Office.

Food Buying Guide for Child Nutrition Programs. USDA. PA-1331, 1984. Available from your State Agency or USDA/FNS Regional Office.

Food Service Equipment Guide for Child Care Institutions. PA-1264, Revised 1980. Available from your State Agency or USDA/FNS Regional Office.

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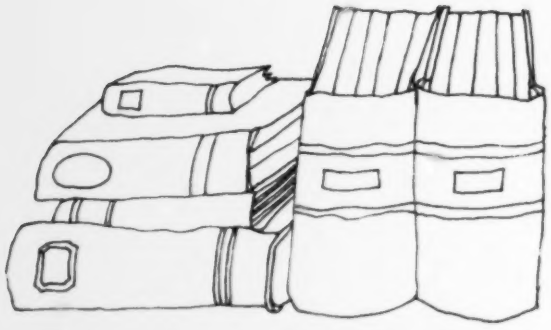

For additional audio visual and print materials related to food service and nutrition education for children, contact the Food and Nutrition Information and Educational Materials Center (FNIC).

You may phone, write, or request materials in person. Allow ample time for delivery. You can borrow most print materials for 1 month. You can borrow nonprint media (films, slides, etc.) for 2 weeks only. The center can loan no more than three copies at any one time to one person. The center keeps a mailing list for people who are interested in obtaining FNIC's catalogs. Mail address:

The Food and Nutrition Information
and Educational Materials Center
National Agricultural Library, Room 304
Beltsville, Maryland 20705

Telephone: (301) 344-3719
(24-hour telephone monitor)

Office Hours: 8:00-4:30 Monday-Friday

Street Address: 10301 Baltimore Boulevard
Beltsville, Maryland 20705

Menu planning worksheets

STEPS FOR USING DAILY MENU PLANNING WORKSHEET FOR CHILD CARE FOOD PROGRAM

Column 1
Enter date of meal service. The meal patterns are listed for Breakfast, A.M. Snack, Lunch, P.M. Snack, and Supper. Note that two of the four food components must be used in the A.M. or P.M. Snack. You may not serve juice when you serve milk as the only other component.

Column 2
Menu—Plan menus for each meal that you serve using the guide on page 5. Plan menus in advance. USDA recommends planning 2 weeks to a month ahead of the time you serve the meals. First, plan a week's menus on a Weekly Menu Planning Worksheet. Then plan the details on a Daily Planning Worksheet. If you need a recipe for a menu item, record the name and/or number of the recipe along with the menu item (see sample).

Column 3
Size of Serving—use the guide on page 5 to determine the size of serving for the appropriate age group. The portions used in the example are for children 3 to 6 years of age.

Column 4
Number To Be Served—Determine the number that you will serve based on average daily attendance.

Column 5
Food Items Used—List each food item that contributes to meal requirements as listed in Column 1.

Column 6
Amounts Used—Indicate the amount of each food item (listed in Column 5) that you use to prepare each meal. Refer to PA-1331, "Food Buying Guide for Child Nutrition Programs," to determine how much food you need to buy to meet USDA requirements.

Daily menu planning worksheet (sample)

(1) Date _____ Meal Pattern	(2) Menu	(3) Size of Serving	(4) Number To Be Served	(5) Food Items Used	(6) Amounts Used
BREAKFAST					
Milk, fluid	Milk	3/4 cup	25	Milk	1.2 gal.
Juice or fruit or vegetable	Applesauce	1/2 cup		Applesauce	4 cans (#2-1/2 size)
Bread or bread alternate (including cereal)	Cinnamon toast	1/2 slice		Bread	.8 lb.
Other foods					
A.M. SNACK (Select two of these four components)					
Milk, fluid					
Juice or fruit or vegetable	Orange juice	1/2 cup	25	Frozen concentrate orange juice	2.2 cans (12 fl. oz. size)
Bread or bread alternate (including cereal)	Muffin-1/2 recipe (USDA cardfile B-6)	1 small muffin		Muffin	25 muffins
Meat or meat alternate					
LUNCH					
Milk, fluid	Milk	3/4 cup	25	Milk	1.2 gal.
Meat or meat alternate	Meat loaf (See State Agency recipe)	1 slice (1-1/2 oz.) meat		Ground beef	3.4 lb.
Vegetables and/or fruits (two or more)	Green beans	1/4 cup		Green beans	2 cans (#2-1/2 size)
	Mashed potatoes-1/2 recipe (USDA cardfile H-5)	1/4 cup		Potato granules Tomato sauce	1-1/3 cups 1 can (16 oz. size)
Bread or bread alternate	Bread	1/2 slice		Bread	.8 lb.
Other foods	Ice cream	1 scoop		Ice cream	1/2 gal.
P.M. SNACK (Select two of these four components)					
Milk, fluid	Milk	1/2 cup	25	Milk	.8 gal.
Juice or fruit or vegetable					
Bread or bread alternate (including cereal)	Crackers w/peanut butter	4 crackers		Crackers	1 box (1 lb. size)
Meat or meat alternate					
SUPPER					
Milk, fluid					
Meat or meat alternate					
Vegetables and/or fruits (two or more)	(In this example, no supper is served at the center.)				
Bread or bread alternate					
Other foods					

Daily menu planning worksheet

(1)	(2)	(3)
Date _____ **Meal Pattern**	**Menu**	**Size of Serving**
BREAKFAST Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Other foods		
A.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
LUNCH Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		
P.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
SUPPER Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		

	(4) Number To Be Served	(5) Food Items Used	(6) Amount Used

Weekly menu planning worksheet

Week of _____

Pattern	Monday	Tuesday
BREAKFAST Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Other foods		
A.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
LUNCH Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		
P.M. SNACK (Select two of these four components) Milk, fluid Juice or fruit or vegetable Bread or bread alternate (including cereal) Meat or meat alternate		
SUPPER Milk, fluid Meat or meat alternate Vegetables and/or fruits (two or more) Bread or bread alternate Other foods		

	Wednesday	Thursday	Friday

Menu evaluation checklist

1. Have you included all components of the meal?
2. Are serving sizes sufficient to provide young children the required quantity of:
   - Meat and/or meat alternate?
   - Two or more vegetables and/or fruits?
   - Enriched or whole-grain bread or an equivalent?
   - Fluid milk?
3. Have you included other foods to help meet the nutritional needs of young children and to satisfy their appetites?
4. Are the combinations of foods pleasing and acceptable to children?
5. Do meals include a good balance of:
   - Color—in the foods themselves or as a garnish?
   - Texture—soft, crisp, firm-textured?
   - Shape—different-sized pieces and shapes of foods?
   - Flavor—bland and tart or mild and strong flavored foods?
   - Temperature—hot and cold foods?
6. Have you included foods high in vitamin A, vitamin C, and iron?
7. Have you considered children's cultural and ethnic food practices?
8. Are foods varied from day to day, week to week?
9. Have you included different kinds or forms of foods (fresh, canned, dried)?
10. Have you included seasonal foods?

Appendix A

You Can Help Prevent Choking

Young children are at the highest risk of choking on food and remain at high risk until they can chew better. Choking kills more young children than any other home accident. How can you make eating safer for young children?

WATCH CHILDREN DURING MEALS AND SNACKS TO MAKE SURE THEY:

- ☐ Sit quietly.
- ☐ Eat slowly.
- ☐ Chew food well before swallowing.
- ☐ Eat small portions at one time.

FIX TABLE FOODS SO THEY ARE EASY TO CHEW:

- ☐ Grind up tough foods.
- ☐ Cut food into small pieces or thin slices.
- ☐ Cut round foods, like hotdogs, into short strips rather than round pieces.
- ☐ Take out all bones from fish, chicken, and meat.
- ☐ Cook food until it is soft.
- ☐ Take out seeds and pits from fruit.

The foods which are popular with young children are often the ones which have caused choking.

FOODS THAT MAY CAUSE CHOKING:

- ☐ Firm, smooth, or slippery foods that slide down the throat before chewing, like:
  - hotdogs
  - peanuts
  - hard candy
  - grapes
- ☐ Small, dry, or hard foods that are difficult to chew and easy to swallow whole, like:
  - popcorn
  - nuts and seeds
  - potato and corn chips
  - small pieces of raw carrots
- ☐ Sticky or tough foods that do not break apart easily and are hard to remove from the airway like:
  - peanut butter
  - raisins and other dried fruit
  - tough meat

Appendix B

What Can You Do When A Child Is Choking?

If a child is choking but *CAN BREATHE*

Call the rescue squad and until help comes:

- ☐ Keep the child calm.
- ☐ Have the child sit down and cough.
- ☐ Do not slap the child on the back.
- ☐ Do not give the child a drink.
- ☐ Do not hold the child upside down.

If a child is choking but *CANNOT BREATHE, COUGH, SPEAK, OR CRY*

Call the rescue squad and until help comes:

☐ For an **infant who is conscious**

1. Place the infant face down on your arm, supported by your thigh, and tilt the head towards the floor.
2. Give four back blows between the shoulder blades with the heel of your hand.

If the object does not come out:

3. Sandwich the infant between your forearms and hands, and turn the infant on its back. Place your arm on your thigh for support, tilting the infant's head towards the floor.
4. Place two fingers on the infant's chest one finger's width below an imaginary line running between the infant's nipples. If you feel the notch at the end of the ribs you are too low and should move your fingers up slightly. DO NOT PUSH ON THE LOWER STOMACH OF AN INFANT.
5. Press four times on infant's chest.
6. Repeat if necessary.

☐ For a **young child who is conscious**

1. Lay the child on the floor on its back. Kneel at the child's feet.
2. Place the heel of your hand on the child's stomach, just above the navel and well below the rib cage. DO NOT PRESS YOUR FINGERS ON THE CHILD'S RIBS.
3. Press rapidly in and up 6 to 10 times.
4. Repeat if necessary.

☐ For an **infant or young child who becomes unconscious**

1. Open the mouth and look for the object. **If you can see it,** remove it by doing a finger sweep with your little finger.
2. Give two slow breaths to the infant or young child.
3. Repeat the steps given above for a conscious infant or young child if necessary.

THE INFANT OR CHILD NEEDS TO SEE A DOCTOR, EVEN WHEN BREATHING RETURNS.

Everyone should learn how to do these steps to stop choking. Call your local American Red Cross chapter for more information and for first aid training.

DO NOT PRACTICE ON PEOPLE.

☆U.S. Government Printing Office : 1990 - [illegible]851/20382